

дений. Информация была преобразована с использованием инфографики, что позволило систематизировано и схематически представить ключевые вопросы по каждой теме дисциплины.

Учебное пособие было размещено на общедоступном для студентов университета Интернет-ресурсе.

Студенты отметили, что новое учебное пособие позволило им лучше подготовиться к занятиям, облегчило изучение материала по теме и повысило эффективность самостоятельной работы.

Преподаватели также проанализировали изменения в уровне усвоения материала. Анализ проводился посредством тестового контроля и открытых вопросов. Было обнаружено увеличение доли правильных ответов на тестовые вопросы на 26 %. Качество ответов на открытые вопросы улучшилось в среднем на 31 %. В частности, преподаватели отметили, что ответы студентов стали более полными, конкретными и систематизированными.

Улучшение методического обеспечения обучения англоязычных студентов, а также использование инфографики в качестве способа представления материала, позволяет улучшить качество образования студентов и достичь комплаенса между студентами и преподавателями.

THE EXTENSIVE USAGE OF THE MODERN TECHNOLOGIES IN THE LEARNING OF FOREIGN STUDENTS AT HISTOLOGY, CYTOLOGY AND EMBRYOLOGY DEPARTMENT OF BUKOVINIAN STATE MEDICAL UNIVERSITY

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The perfection and adoption of modern technologies in the study process in higher educational establishments are one of ideal ways of the improvement of higher education system. The modern technologies, such as the computerization, formation of the electron ways of teaching, the introduction of new programmed and computer engineering, to make information environment in the education are additional sources of the traditional mode of study. Fundamental Histology also becomes more interesting due to the usage of modern technologies in the study process.

The important task in front of teachers of the histology, cytology and embryology department is to make the comfortable conditions for active participation of students in the study process and to increase the volume of independent work of students. The modern technologies increase the level of the independent student work.

From 2011 year at the department system of learning "Moodle" (Modular Object-Oriented Dynamic Learning Environment) is used. Colleagues of the department fill with different electronic study-methodological materials for all compartments of histology the server of distant study. The multimedia possibilities LMS "Moodle" provide to do the study material more illustrative in form as modern schemes and study tables, figures of organs, electron micrographs and images of histological specimens with detail their subscriptions, summaries, audiolectures, animations, video, and presentations of lectures. All of these attract students to difficult study material and increase the subject learn. These materials become so important at time of extraclasses during independent student work. The study of histological specimens is more important due to absent of specimens and microscopes at home.

The "Moodle" system is used for test control too. It takes place in the computer class of our department and do not take more time for checking result. Students can do training before the time of test control also.

The lecture is one of the ways that provides to study histology easier. The modernization of study process, especially the multimedia lectures, permits to increase the informative, illustrative content and to increase the quality of study material, which can be useful for students. In multimedia

presentation possible to include the text, graphics, photo, images, schemes, animations, video which are combined each other and logically organized. Lectors actively use in the multimedia presentations slides of color images of macro- and microspecimens that illustrate the modern possibilities of morphological diagnostics, schemes, diagrams and video, which correlate with histophysiological mechanisms of many structures and processes.

In the study classes of the department there are videosystems (videocamera-light microscope-TV-set), which help at time of interpret and study of histological specimens. Students can work with specimens and microscope individually too.

The practical orientation of students, using at the department the new modern techniques, the complex using of the different electron ways of study increase possibilities and results of study process, made it more content and interesting. The progress in studies of students is increased on about 10% started from use of server of distant study in our university.

DIFFERENTIAL DIAGNOSTIC OF HISTOLOGICAL SPECIMENS AS A PRACTICAL TOOL FOR TEACHING HISTOLOGY IN FOREIGN MEDICAL STUDENTS

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Chief place in the medical education system in Ukraine is devoted to formation of high-professional medical practitioners with absolute practical skills, that students obtain while studying in medical university. Among all disciplines, "Histology, cytology and embryology" subject plays a prime role in formation of wide structural and functional approach for understanding normal and pathological pathways in human organism.

Overall, to study and further diagnose specific tissue, one should start with examination of histological specimen – a fundamental skill for a histologist, oncologists and pathologists. Foreign medical students start to work with histological specimens from the very first practical class at the Department of Histology, Cytology and Embryology in second semester of their first year of studying. The main purpose of differential examination of histological specimens is to conduct interdisciplinary integration of medical knowledge in students as they need to understand which structures of a specific tissue they are seeing in the microscope which is provided by anatomy course, which physiological functions this cells carry in specific system of organs.

Despite productive collaboration of teacher and student during differential diagnosis of histological slides (in academic classes and during consultations), there is often a number of difficulties which students face. First of all, these problems are related to the fact that the student is not able to recognize and identify the cut of a particular tissue, organ, and therefore cannot diagnose and describe histological specimen. To solve these complications for students better understanding of what kind of tissue they see in the microscope, we recommend to use material from web-site with English curriculum materials "Moodle" and use histological protocols for each class, where students can draw specimens, label all structural components of the tissue. Moreover, tutors provide each class with digital atlases and slide-shows of tissues for a specific topic with English labeling and descriptions.

When a student works with a microscope individually there are a few recommendations which can help him during differential diagnosis. First, it is necessary to visually determine the method that was used for staining; the pinkish-purple color of the cut in most cases indicates the hematoxylin and eosin stains used. Basically, these dyes are used for epithelial, connective and muscular tissues, as well as for tubular and parenchymal organs. The brown or black color of the tissue is commonly evidence of impregnation with silver nitrate and is mainly used for the structures of peripheral and central nervous systems. Gray or purple-blue colors may indicate staining by iron hematoxylin.